DOCUMENT RESUME

ED 343 479 HE 025 342

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TITLE The Trustees' Role in the Globalization of University Programs.
PUB DATE 19 Nov 91
NOTE 25p.; Paper presented at the Retreat of University Trustees, North Carolina Agricultural and Technical University (Greensboro, NC, November 19, 1991). For a related document, see HE 025 341.
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrative Policy; Board Administrator Relationship; Campuses; *College Administration; *Cultural Pluralism; Governance; *Governing Boards; Higher Education; International Education; Land Grant Universities; *Multicultural Education; Policy Formation; *Trustees
IDENTIFIERS Ramapo College of New Jersey

ABSTRACT

University trustees have an important role to play in the globalization of university programs. Global education prepares students to work in an increasingly interdependent and "multicultural" world. Institutions of higher education have 11 points of leverage that can be employed to raise the institutional priority for global education: the mission statement; the annual plan; annual reviews; annual goals and evaluations; annual budget/fundraising; staffing decisions; rewards and recognition; the trustees agenda; and accreditation self-studies. A first step in activating points of leverage is to identify and approach one or more key actors in the institutional structure. In developing a strategy, it is necessary to develop a set of principles for decision making. No matter how limited the programming is to be, assessment should be designed into it from the beginning, and assessment must be routine. At Ramapo College of New Jersey there are six broad areas of initiative with specific goals and a formal system of assessment. The six areas are professional development, curriculum development, skill development, experential learning, partnerships, and recruitment/retention. These goals, as institutional goals, are ultimately the responsibility of the board of trustees. Typically, boards fulfill their responsibilities through actions both as a full board and in committee. The trustees' role is to consider the relationship of the activity to the mission, to educational philosophy, to comparative institutional advantage, and to the efficient and effective use of resources. Included are reproductions of seven overhead transparencies used in the presentation. (JB)

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THE TRUSTEES' ROLE IN THE GLOBALIZATION OF UNIVERSITY PROGRAMS

by

Robert A. Scott, President

Ramapo College of New Jersey

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THE TRUSTEES' ROLE IN THE GLOBALIZATION OF UNIVERSITY PROGRAMS

by

Robert A. Scott, President

Ramapo College of New Jersey

Introduction

General Bussey, Members of the Board of Trustees, Mr. Chancellor, officers and members of this wonderful university, thank you for inviting me to be with you today. You have important business; it is a privilege for me to be a part of it.

The Chancellor's State of the University Address in August announced two major initiatives for attention this academic year and for the years ahead. Both are ambitious; both are natural; both build on strengths; both are related. Doctoral degree authorization in engineering, technology, and selected areas of the humanities and sciences is a natural extension of the University's current reach and a natural companion to the continued development of the international and multicultural dimensions of the curriculum and extracurriculum. These goals are fitting for a "land-grant" university dedicated to preparing its graduates for citizenship as well as for practice as scientists, managers, teachers, and members of other professions.

These goals are related to institutional strengths and societal need. They are major elements in the campus vision expressed by the Chancellor. They are based on the scholarship, teaching, and service of the faculty, and the curriculum they have created and implemented. But how are they related to Trustee policies and priorities? How do they relate to the Trustees' role in monitoring the fulfillment of the campus mission?

It is my task to help the trustees consider these questions today so that they can formulate their answers tomorrow.

Invited presentation at the Retreat of University Trustees, North Carolina Agricultural and Technical University, Greensboro, November 19, 1991.

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The Imperatives and Objectives for Global Education (Overhead #1)

First, we should review briefly the imperatives for global education. Why should this be a major goal for university attention? We know the imperatives for global education, and they are not new. They just keep growing in number. National security is an imperative; economic competitiveness is an imperative; environmental interdependence is an imperative; the increasing ethnic and religious diversity of our towns and schools is an imperative; the fact that many of our citizens work for global or foreign- owned firms is an imperative; the fact that even small businesses in this country must deal with issues of international trade, currency, and products is an imperative; the fact that our college graduates likely will be supervised by or will supervise persons of a different racial, ethnic, nationality or gender group is an imperative; and yes, peaceful, respectful relations between nations is an imperative.

These imperatives mandate that we prepare students for an increasingly interdependent and "multicultural" world. You know the reasons for increased international interdependence; communications and transportation make information, ideas, and even disease readily available around the world. We are interdependent economically, environmentally, and militarily, even if not always philosophically.

We emphasize a "multicultural" world because communications and transportation also make it possible for multiple cultures to exist side by side. Look around us. We have communities with people from as many as a dozen different Spanish-speaking countries; some schools welcome children from more than 80 different language groups.

Your university has already responded to these imperatives in a variety of ways, including support of faculty scholarship, faculty and student exchanges, telecommunications, and the enrollment of international students. You have developed these capabilities in a thoughtful way, but not as part of an overall, institutional plan. This plan is what the Chancellor recommends.

The objectives for global education at colleges and universities seem clear. (Overhead #2).

- To provide students with a sense of time and place.

- To challenge students to appreciate the complexity of issues and interests that bear on the relations among nations, regions, and power groups.

- To prepare students to take account of the new and changing phenomena that affect international relations.

- To encourage critical thinking and inquiry about contending concepts and theories of international relations.

- To "de-parochialize" students' perspectives on international affairs.

- To heighten understanding that international relations are not static but subject to constant change. Any General Education course in post-World War II international relations should be envisaged as the foundation for a life-long effort directed at constant refinement and improvement on one's grasp on reality.[1]

The imperatives are compelling. The objectives are clear. How do we turn imperatives and objectives into priorities and funding? What are the points of leverage for action?

Points of Leverage for Action (Overhead #3)

The points of leverage to raise institutional priority for global education in the curriculum and extracurriculum are the same for every campus, although those employed will vary by circumstance. The key actors in employing these points of leverage will vary as well. They may be the trustees, chancellor or president, the chief academic officer, a dean, a department chair, a faculty member, all of the above, or some combination. The first step is for the international education advocate to persuade one or more of these key actors that the imperatives for global education should affect institutional objectives. Once this occurs, the global education prophet(s) can use the points of leverage found in every institution to ensure that international education's priority is sustained or even increased.

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[1]Post World War II International Relations as a component of General Education in American Colleges and Universities, The Atlantic Council of the United States, Washington, D.C. 1989, P. 7.

The eleven major points of leverage are known to all: the mission statement; the strategic plan; annual academic program and administrative unit reviews; annual goals and objectives for senior officers, including deans; annual budget requests and allocations; staffing decisions; funds for faculty and curriculum development; annual awards, rewards and other forms of recognition for meritorious service as well as for excellence in teaching and scholarship; the Trustees' agenda; five and ten-year regional accrediting self-studies, and fundraising in both public and private sectors. Basically, the advocate of higher priority for global education wants to ensure that it is a central part of the discussion when any of these points of leverage are employed. I think the reason is obvious. They provide the opportunity to ensure that priority follows imperative.

The campus mission statement is the institutional expression of educational goals and outcomes; it expresses campus vision, purpose and values. Therefore, it is referenced during discussions of priorities. For international education to be mentioned in the mission statement is the first step toward higher priority. And, as we all know from campus exercises in writing mission statements, these opportunities are available.

Strategic plans include sections on institutional strengths, weaknesses, challenges, opportunities, and both on-campus and off-campus forces for change. The "imperatives" cited earlier make it highly likely that international and multicultural education can gain prominent mention in the strategic plan.

Annual academic program and administrative unit reviews should always refer to the mission statement and strategic plan, thus providing an opportunity to assess the degree to which academic programs and administrative units support international and multicultural education and set goals and objectives related to global awareness.

Other points of leverage are used in the same way--with reference to the mission statement and strategic plan--to enhance the priority for global education. These two documents, often ignored by faculty, are most susceptible to the persuasiveness of the "imperatives," and can influence institutional priorities.

These eleven major points of decision, and others we could enumerate, offer prime opportunities to express and support campus priorities. These are the points of leverage for institutional change.

On each occasion, we should express our commitment to educational objectives that acknowledge the world our graduates will face and the state and national imperatives for global understanding.

Principles for Program Development

Every strategic plan should be based on principles as well as on assumptions. The principles to be used will depend upon the goals and objectives established. Will the areas of emphasis be general education, selected majors, area studies, or foreign language proficiency and culture, which are often optional choices for students? Or will the goal be to make global education pervasive throughout the curriculum and extracurriculum in order to affect all students? Is the goal based on an institutional desire to keep up with fundamental industrial, technological and social trends in the U.S., or on a need for competitive advantage, or institutional distinctiveness?

At Ramapo College of New Jersey, an institution of liberal arts, science, and professional studies, we developed a strategy which gives emphasis to the international and multicultural dimensions of nearly all fields of study for reasons of institutional mission and educational philosophy, identify and distinctiveness, i.e., competitive advantage, as well as societal need.

International and multicultural education was chosen as the strategic direction for Ramapo in 1985 not only because the new president believed strongly that every college graduate should be "globally" literate and the recipient of an education based on the liberal arts, but also because Ramapo college has a distinct set of strengths and opportunities. These distinctive features include faculty expertise, student backgrounds, and neighboring international firms, the presence of which suggested that this should be the direction to take in strengthening institutional identity, distinctiveness, and attractiveness.

In developing a strategy, it is necessary not only to assess assets and opportunities, but also to develop a set of principles for decision-making (Overhead #4). At Ramapo we decided on the following principles to guide us in developing our identity as the "college of choice for a global education."

1. We decided that our strategy should include both international and multicultural themes. After all, the U.S. is part of the world, and we have a great diversity of ethnic, racial, and national groups in our midst. It is just as important for our students to understand the cultural diversity of American society as it is for them to appreciate

diversity in the world. Many people seem to think that "international" refers to those "over there", while "multicultural" refers to populations in our own towns, cities, or neighborhoods. We use "global" to cover both terms--international and multicultural, or intercultural, which conveys a sense of community as well as diversity. Our goal is to provide an excellent preparation for graduates in an increasingly interdependent and intercultural world.

2. We also decided that our theme of international and intercultural education should be pervasive throughout the curriculum, in remedial and developmental courses, general education, area studies, and liberal arts majors, as well as in professional studies such as accounting. (After all, if accounting is the systematic assignment of value to assets, and if values and assets differ around the world, then our business students should study comparative accounting as well as international marketing. They do.) We decided on an integrative approach that would make it possible for all programs to be included and would not limit our efforts to particular majors.

3. The Ramapo strategy includes the extracurriculum as well as the curriculum, courses in skill areas as well as in subject matter. Our efforts touch all areas of campus life, including housing, urban internships, field study, "Coop" education, and study abroad, as well as student and faculty exchanges, visiting international and minority scholars, the use of computing and telecommunications, etc.

4. Our strategic mission embraces research and training as well as undergraduate teaching. There is an important role for our faculty to play through its scholarly and artistic activities as well as its work with graduate students through our joint programs with the New Jersey Institute of Technology, NYU, Rutgers, and the University of Medicine and Dentistry, in addition to the state's Minority Academic Career program.

5. Our initiatives are being developed through campus expertise as well as through partnerships with others, including universities, community colleges, schools, communities, cultural organizations, and corporations whose expertise lies in different areas. In this manner, the sum of what we do can be greater than the total of the individual parts.

It should be obvious that faculty renewal and development is essential to these objectives, and underlies these principles.

One of the advantages and attractions of this approach is that it can be inclusive of all faculty; it is not the exclusive domain of just a few in a precious center of study. But even with these attractions, the change to increased international and intercultural programming requires a strategic

plan and process. As with any plan, this strategy requires goals and objectives which attract the professional interests of faculty; an understanding of both mission and markets; a set of principles for the development of new courses and programs, and a planning process which attracts the involvement and commitment of trustees, faculty, and staff, assignments of responsibility, a schedule for deadlines, and a system of evaluation. With expertise identified, commitments understood, and timing established, funds can be sought with greater assurance. At Ramapo, we can attest to the possibilities.

We established six broad objectives (Overhead #5) for our efforts, including (1) professional development for faculty and staff, with funds for travel, books and materials, consultants, visiting scholars, and faculty and staff exchanges as high priorities; (2) curriculum development, including release time for revising current courses and developing new courses, scholarship and creative endeavors; (3) skill development, including languages, computing, international telecommunications capability, and televised programming; (4) experiential learning, including theme dorms, study abroad, student and faculty exchanges, urban internships and professional practice through international cooperative education; (5) programmatic partnerships with schools, colleges, community organizations and corporations, and (6) the recruitment and retention of students, with particular emphasis on international and minority students.

Criteria for Assessing the Impact of Programs (Overhead #6)

No matter how limited or pervasive the programming is to be, assessment should be designed into it from the beginning. We need to know the impact of the plan on faculty, the curriculum and extracurriculum, and students. Assessment must be routine.

At the more general level, we need to assess (1) the continuing commitment of the board of trustees and the president to achieving the objectives, especially to the review of how these objectives are related to the mission statement, program reviews, staffing decisions, and budget requests; (2) the role of faculty as the major determinants of the substance and quality of the programs; (3) the recruitment and retention of faculty essential to the programs; (4) the centrality of international and intercultural education to skill, liberal, and professional studies, and (5) the curricular and extracurricular opportunities for students to develop attitudes, skills, and knowledge that prepare them for citizenship and careers.

At a more specific level, we need to assess actual progress toward specific goals and objectives. At Ramapo, this means an assessment of (1) the number of faculty and staff who participate in professional development related to the mission for global education; (2) the consequences of that experience; (3) the number and distribution of courses revised or added and related to global education; (4) enrollment in courses related to these goals and objectives; (5) the development and use of audio and video telecommunications; (6) the number and quality of study abroad, international coop, student and faculty exchange, visiting scholar, and urban internship programs; (7) the number of students participating in these programs; (8) the number, quality, and results of partnerships with schools, business and community groups; (9) the number and program distribution of minority and international faculty, and (10) the number and success of international and minority students recruited and retained.

Brief Summary of Progress to Date

The six broad areas of initiative at Ramapo have specific goals and a formal system of assessment. For example, in the area of faculty development, we set goals for a professional development program for all faculty members. The program helped create a common ground for intellectual discourse on global (international and intercultural) education, and to enhance faculty expertise. We specifically allocated funds--and sought new funds--for this purpose. Additional initiatives toward this goal included faculty seminars on areas of the world, such as Latin America, East Asia, and Africa; a research institute; major conferences; new faculty hired in foreign language and area studies; visiting scholars; and other professional development opportunities, including release time and travel funds for scholarship.

Nearly three-quarters of the full-time faculty participated in the professional development seminars. In addition, about 5% of full-time faculty each year are visiting scholars from other countries, including Fulbright Scholars; an annual scholar supported by the Italian government; Princeton-in-Asia Fellows; members of the editorial staff of Progress Publishers in Moscow; and participants in our faculty and foreign scholar exchange programs in Argentina, Volgograd, Puerto Rico, France, Japan, Italy, China, Taiwan, England, and Jamaica. These scholars are from all fields--sciences, humanities, and social sciences. We also have been approved to participate in the Diplomat-in-Residence Program of the U.S. State Department.

The second major initiative concerned curriculum development. The goal of this initiative was "to infuse international and intercultural dimensions comprehensively throughout the curriculum." Approximately seventy new courses or major revisions of existing courses were produced by faculty participants in the Professional Development Seminar. The new or revised courses are found in the Freshman Seminar Program, developmental reading, general education, honors seminars, minors, and majors as well as in new language offerings, including Italian, Japanese and Chinese to accompany traditional offerings which include Russian. In addition, semester-long lecture series, a weekly television program, and plans for new summer institutes resulted from the curriculum development initiatives.

We still have a long way to go, but foreign language courses have almost quintupled and foreign language enrollments have nearly tripled in just a few years. The increase in foreign scholars and international students have helped inspire these increases, both by the presence of international visitors on campus as well as by their participation in courses as teachers and students. In support of these language courses, library and media acquisitions were made, and a new language lab facility was constructed.

The major headway in foreign language instruction has been made in Italian. While some on campus urged us to expand Russian or start Chinese, I thought we should start with Italian for students of traditional college age and Japanese for adult American employees of Japanese-owned firms. After all, more than one-third of New Jersey residents are of Italian descent, and Ramapo students fit that same profile. In addition, many thousands of New Jersey residents work as managers for the scores of large Japanese corporations located within a fifteen mile radius of the college. Both languages contribute significantly to our language enrollments. Italian programs include a film and culture series, intensive weekend immersion courses, and study abroad. Japanese programs include international Coop, study abroad, and The Japanese Culture Society (a community group serving a "bridge" between American and Japanese families by offering educational, cultural and social programs).

The third goal concerned communications technologies, including specific skills and capabilities such as languages, computers, and telecommunications, which would enhance the career opportunities of Ramapo students. The centerpiece of this initiative is the International Telecommunications Center, with world-wide satellite capabilities for television reception, audio- and videoconferencing, computing, and broadcast quality television production facilities.

These facilities are used by faculty and students in business, the humanities, social sciences, and sciences for course enhancement and by students in business and communications as subjects of study. Audioconferencing also holds great promise for use in assessing student progress while they are engaged in study or internships in other countries. Other facilities include the foreign language laboratory and the "ICONS" (International Communications and Negotiations Simulation) Project Room. During this past year, Ramapo faculty held 50 audio and video teleconferences and assisted several major corporations in teleconference productions. In addition, Ramapo now serves the area community college and sixteen school districts by means of fibre optic cable-supported telecourses, and provides Japanese language tutoring to high school students in 19 states as the second national site for The Satellite Educational Resources Consortium (SERC) located in Nebraska.

The audio and video conferences provide a means of bringing the world to the classroom, and the classroom to the world. Among others, Ramapo students in class held teleconferences with a University class in Italy discussing the European perspective on American foreign policy during the Gulf War; a group in Cuba discussing freedom of the press; and a local village leader and ecologist in Brazil discussing the ecology of a rain forest. A course under study will match the reading requirements for a course at Volgograd Pedagogical Institute with one at Ramapo College, with a teleconference every three to four weeks to allow students to discuss the readings and their observations on the future, including career prospects.

The fourth goal was to expand an already comprehensive program of experiential learning opportunities for all students. These out-of-classroom experiences provide a bridge to the "real world," and include a greatly expanded set of study abroad, exchange, and routine teleconference opportunities in England, France, Italy, Israel, Japan, the Soviet Union, Jamaica, Costa Rica, Puerto Rico, Spain, Belgium and Australia. Faculty study tours and visiting scholars add China and Kenya to our world coverage.

Each year now about 5 percent of our faculty and about 4 percent of our full-time students study abroad. We try to design these exchanges so that they result in substantial campus-wide benefits as well as in personal enrichment for the individuals involved. We hope that each arrangement expands the opportunities available to faculty and students over time. Our goal for international experiences is 100% of students by the year 2000, using telecommunications as well as in-country exchanges and international Cooperative Education.

One of the most exciting features of the programs created under our goal for experiential learning is the international cooperative education program. This program permits Ramapo students to work abroad in a salaried position while earning academic credit for a project directed by a Ramapo faculty member and a supervisor in the host country. To date, more than three dozen students have participated in international Coop placements in six countries, including the Soviet Union, Japan, and Norway. As an added attraction, students from these countries also can participate in Coop in the U. S. while living and studying at Ramapo.

Experiential education includes extracurricular activities as well as academic study. The Model United Nations Debate Club competes successfully with Harvard, Georgetown and Army each year; a theme dorm devoted to international concerns adds to the richness of campus life; and students participate in urban area internships and mentoring programs.

The fifth goal concerns the enhancement and extension of Ramapo's outreach activities in international and intercultural programs to area high schools, corporations, other colleges and universities, county colleges, and the general community in northern New Jersey. Ramapo has assumed a leading role in the region by organizing several important and successful programs with local high schools, including the Foreign Policy Consortia of schools, colleges and corporations, and the STAIRS (Students Annual International Relations Seminar) program. Approximately 200 students from 20 high schools participate in STAIRS each year.

We have intensive pre-college partnership programs with urban schools as part of our intercultural concerns. We have shared Fulbright scholars with area schools and colleges; have had a joint Fulbright-Hays Group Projects Abroad Grant for travel to Japan with Kean College; co-sponsor an archaeological dig in Israel with five other colleges; and now lead a state-sponsored project in collaboration with the Council of New Jersey Consortia for International and Global Education. The Council includes four consortia consisting of 24 colleges and universities, 10 community colleges, and three school districts, as well as numerous professional education associations, state agencies, and community organizations. With Rutgers University, we co-sponsor the New Jersey Center for Peace and Conflict Studies.

We work with Italian as well as Japanese community groups on programs for education and culture, as well as for mutual understanding, and with corporate groups in a variety of ways. The International Business major and the International Telecommunications Center have professional

advisory boards. In addition, we offer courses and programs on business, language and culture to American and foreign employees of international and multinational firms. One major project is to help reduce the turnover of American managers in a foreign-owned corporation. We are partners with Rutgers, the Port Authority of New York and New Jersey, and the Department of Commerce in the New Jersey Center for International Business Education. Through all these activities, we have greatly expanded our fund raising potential and results.

The sixth goal concerns the recruitment and retention of students who reflect the multicultural nature of American society as well as students from other countries. During the past few years, Ramapo has experienced a 250% increase in enrollment of foreign students and a 60% increase in minority students. Retention for these students has reached 80%. The same process worked with both groups: set goals, define actions, monitor progress and refine goals and actions. Ramapo students now come from almost 20 states and more than 50 countries.

The recruitment of faculty and staff has also been affected by our concern for international and intercultural education. In addition to the visiting scholars, 40% of new faculty appointments in the past six years have been to minority scholars.

The recruitment of both students and faculty has been assisted by our partnership programs with urban schools such as West Side High School in Newark and our transfer articulation agreements with community colleges with substantial numbers of international and minority students.

For each of these major goals, there are objectives, assignments of responsibility, time tables, and annual, sometimes quarterly, assessments. We have a system of academic program reviews, administrative unit reviews, an internal audit system for operational as well as fiscal matters, and annual performance reviews. We monitor progress toward our goals, with special concern for student skills, knowledge, awareness, attitudes, and aspirations.

One of the interesting phenomena in the implementation of strategy and the assessment of results is that the more we do, the more we learn. At Ramapo, we continue to extend the frontiers of what we thought possible. Hence, we need to consider new forms and subjects of assessment.

We now think of our strategy for international and intercultural education as encompassing three linked circles which symbolize "learning," "experiencing," and "communicating." Each circle is

inscribed with three parallel lines which define four spaces, one for each year of the baccalaureate degree program of a full-time student. In each space that results, we describe the basic skills, knowledge and experiences we have set as goals for our graduates. This conceptualization helps both planning and assessment; it helps describe a vision in concrete terms. We never thought of our mission and strategy in this way before. And, I believe, our horizons will continue to extend as we learn from what we do, thus continuing the process.

The Role of Trustees

The six broad goals elaborated above are related to our institutional goals which, ultimately, are the responsibility of the board of trustees. In addition to the appointment and development of the chancellor or president, trustees are responsible for fixing the mission, setting policies, confirming priorities, ensuring the appropriate use of resources, and monitoring progress toward institutional goals, all the while becoming knowledgeable about external as well as internal forces on the institution. Most boards fulfill these responsibilities through actions both as a full board and in committee.

In an attempt to assist this board in guiding the attainment of the Chancellor's goal for globalization, permit me to relate several key issues to board responsibilities. I will do so by discussing the possible agenda topics for board committees.

> The Academic Affairs Committee is responsible for academic policy, program development, and graduation requirements. It is here where the university's commitment to globalization should be most pronounced. What should students know upon graduation? This is the committee that will discuss the relationship of professional program requirements to institutional goals for global emphasis; the relationship of study abroad to general education requirements and the major; the nature of the language requirement; the use of telecommunications in fulfillment of the campus mission; the role of international students and visiting scholars in the education of others on campus; the results of academic program review, in addition to other forms of assessment; and the ways in which your new doctoral degrees will support international initiatives.

It is here where trustees can probe the relationship between mission, strategy and goals on the one hand and curriculum and academic policy on the other. This is the committee that reviews the congruence between what is said in the catalog and what is reflected in a student's education.

The Student Affairs Committee is responsible for issues of enrollment policy, the extracurriculum, orientation, residence hall living, and other student life concerns. It is here where trustees can discuss the relationship of international student enrollment to the education of domestic students; where special theme residence halls can be reviewed as to educational impact; and where concern for the debriefing of international students before their return home is as important as the orientation of new students to the campus. This committee will review student activities and programs for student development, all of which can play a role in the institution's global strategy.

The Personnel Committee plays a key role in reviewing how participation in study abroad and faculty exchanges is encouraged and rewarded. There are many potential impediments to faculty taking a leave in another country, even when doing so could have a significantly positive impact on the fulfillment of the campus mission. Do your systems for promotion, tenure, salary increases, merit awards, and other forms of recognition encourage international activity? Do your policies concerning health benefits, pension, and time in rank support this encouragement? At many institutions they do not.[2] When you review proposed new faculty and staff, do you consider their overall contribution to mission fulfillment as well as to the particular courses they will teach?

In a similar fashion, some financial aid policies ignore the goals and benefits of study abroad by leaving students ineligible. The Finance Committee can take action in this case. It can also develop incentives and financial policies for visiting faculty as well as for domestic faculty. And, obviously, the Finance Committee can hold "globalization" as the top priority when considering recommendations for operating

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[2]Missing the Boat: The Failure to Internationalize American Higher Education. Craufurd D. Goodwin and Michael Nacht, Cambridge University Press, 1991.

and capital budgets. "How does this recommendation relate to the campus priority for globalization?" can become a constant refrain in this committee.

Even the External Affairs committee has a role to play in fulfilling the trustees' responsibilities for ensuring the congruence between campus goals and annual priorities. Your university has alumni in many countries. Some are U.S. citizens living abroad; many are those who are living at home after attending "A and T" as an international student. Are they included in the development of goals, strategy and activities?

Likewise, international and multinational firms should be asked to assist in the fulfillment of goals for globalization. Both alumni and firms can help recruit students and faculty, develop exchanges, and provide resources. The External Affairs Committee can also underscore the university's commitment to globalization through the naming of buildings and spaces on campus, and in the selection of architects.

The whole board is responsible for setting the mission statement, reviewing goals and progress, and relating the mission to the strategic plan and to priorities as well as to progress. The full board is responsible for the CEO's performance review, a time to relate performance to goals and activities. It is the body which should ask about the relationship of the location of student and faculty exchanges to the strengths of faculty expertise and library holdings. It is the body which can use the points of leverage for institutional growth and development. There are, of course, many other ways for trustees to carry out their responsibility. This discussion is only suggestive.[3]

A word of caution: I can hear Chancellor Fort and his colleagues saying: "Wait, Bob. The trustees shouldn't be involved in campus management!" I agree. My philosophy for trustees is "noses in, fingers out!" Please, use your nose, not your hands, in measuring the fulfillment of this campus

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[3]Occasional Report Series on the Internationalization of Higher Education, Report #1 - "Internationalization of Higher Education: Effecting Institutional Change in the Curriculum and Campus Ethos," by Maurice Harari, Dean, Center for International Education, CSU, Long Branch, published by Center for International Education, CSU, LB, 1250 Bellflower Boulevard, Long Branch, CA 90840-0109

mission. The trustees' role in academics is to consider the relationship of the activity to the mission, to educational philosophy, to comparative institutional advantage, and to the efficient and effective use of resources.

There you have it. (Overhead #7.) Imperatives, priorities, principles, leverage, goals, assessment--all related to trustee responsibilities. The only step remaining is for you to build on the excellent foundation created by your faculty in fulfillment of the exciting vision expressed by your Chancellor. The next steps are yours. I wish you well.

Thank you.

IMPERATIVES

- NATIONAL SECURITY
- ECONOMIC COMPETITIVENESS
- ENVIRONMENTAL INTERDEPENDENCE
- ETHNIC & RELIGIOUS DIVERSITY
- GLOBAL FIRMS IN U.S.
- TRADE, CURRENCY, PRODUCTS
- OUR NEIGHBORS, CO-WORKERS
- PEACE

OBJECTIVES

- SENSE OF TIME AND PLACE
- APPRECIATE COMPLEXITY
- CHANGING PHENOMENA
- CRITICAL THINKING
- "DE-PAROCHIALIZE"
- HEIGHTEN UNDERSTANDING ABOUT NEED TO KEEP UP WITH CHANGE

POINTS OF LEVERAGE

- MISSION STATEMENT
- ANNUAL PLAN
- ANNUAL REVIEWS
- ANNUAL GOALS AND EVALUATIONS
- ANNUAL BUDGET/FUNDRAISING
- STAFFING DECISIONS
- FUNDS FOR DEVELOPMENT
- REWARDS AND RECOGNITION
- TRUSTEES AGENDA
- ACCREDITATION SELFSTUDIES

PRINCIPLES

- INTERNATIONAL AND MULTICULTURAL
- PERVASIVE
- EXTRACURRICULUM AS WELL AS CURRICULUM
- RESEARCH AS WELL AS TEACHING AS WELL AS SERVICE
- CAMPUS EXPERTISE AND PARTNERSHIPS

OBJECTIVES

1. PROFESSIONAL DEVELOPMENT
2. CURRICULUM DEVELOPMENT
3. SKILL DEVELOPMENT
4. EXPERIENTIAL LEARNING
5. PARTNERSHIPS
6. RECRUITMENT AND RETENTION

ASSESSMENT

1. GENERAL

2. SPECIFIC

CONCLUSION

IMPERATIVES	A
PRIORITIES	C
PRINCIPLES	T
LEVERAGE	I
GOALS	O
ASSESSMENT	N